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# The Modern Language Journal

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# THE Modern Language Journal

Volume II

FEBRUARY, 1918

No. 5

## SHALL GERMAN BE DROPPED FROM OUR SCHOOLS?<sup>1</sup>

There has been of late, as we all know, a great deal of talk and not a little ill-considered action in connection with the present and future status of German as a subject of study in our high schools and colleges. Many articles have been written to show the folly of the proposed dropping of so important a subject, but in so far as such articles have been written by anyone directly connected with the teaching of German the article has been met with the prompt opinion that the writer was merely talking for his bread and butter and this was regarded as an all-sufficient and irrefutable answer. It therefore seemed better to put before you something in the nature of a symposium of opinions of men of prominence who are in other lines of work than our own but who, from their experience and connections, are in position to judge of the value of German as a tool in the cultural and scientific and business activities of the present and of the coming generations of students.

I began, then, by sending out to fifty-five such men, engaged in business, science, letters, and administration, a letter which contained this paragraph:

—There is at present in many quarters a tendency on the part of school boards and some other bodies in charge of educational matters to discontinue or at least discourage the study of the German language in our schools because we are at war with Germany. In view of the great value of this language, both from the cultural and pedagogical side and from the commercial or

<sup>1</sup>Read before the New York State Modern Language Association, Syracuse, N. Y., Nov. 27, 1917.

so-called practical standpoint, is this wise or unwise? From the point of view of the educator and of the merchant has not this language now, and will it not continue to have, regardless of the war and its outcome, the same great worth as a subject of study in our high schools and colleges which it has had in the past?

Nearly all of the addressees answered promptly. In the abstracts of their letters and in the quotations given below I have been careful to make no change and to omit nothing which could in any degree alter the exact meaning or purport of the writer's original words.

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The following are distinctly opposed to the study of German in our schools:

1. John Wanamaker thinks that it would be injudicious and lacking in support of the government to press the subject.

2. Prof. Richards, director of the Wolcott Gibbs Memorial Laboratory at Harvard, thinks that the diabolical methods of the German Government have so discredited Germany in the minds of decent people that she cannot regain her former prestige and that therefore the teaching of the language is much less important than formerly.

3. Prof. Franklin H. Giddings of Columbia University writes in part as follows: "It would be a mistake, I think, to discourage the study of the German language in any of the higher educational institutions on account of our war with Germany. In the public schools I think it should be not merely discouraged but forbidden. It is difficult to avoid the conclusion that the entire German nation has lost all moral sense. . . . Speaking only for myself I do not believe the German language and literature are good for anybody not of the academic class or engaged in scientific research work."

4. Dr. L. H. Baekeland, of Belgium and Yonkers, a widely known chemist, says that it would be "little loss to our country if we stopped the study of German until Germany has again shown herself worthy to be counted with civilized nations. . . . It would have been much better for the world at large if the majority of the German literature had never existed."

5. Dr. Gregory Torossian, a well-known chemist of Cleveland, thinks that the value of German has been overrated, that the war



has shown the absolute bankruptcy of the German intellect and morals, that the position of Germany after the war will be that of Scandinavia, and that the German language will cease to play any rôle in the world's affairs. We can ill afford, he thinks, to waste time on the study of a language which is the exponent of Mediaevalism in thought, in culture, in morals and in deeds.

These are the only absolute opponents to the study from whom I have received replies.

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The following have something to say on both sides of the question:

6. President Schurman of Cornell has these sentences in his letter: "If the dream which the rulers of Germany have cherished of establishing world-domination is realized the German language will be indispensable for business and other purposes among the nations of Europe and America. If, on the other hand, the military decision is unfavorable to Germany the German language is likely to be of less service for commercial and practical purposes than it has been for the last generation. . . . If Germany emerges from the war victorious she will force her Kultur on all the nations of the world. If, however, Germany is beaten the German language and culture will have nothing but their own intrinsic merits to commend them to the world. I am one of those who believe that in spite of the cultural perversions which have prevailed in Germany since 1870 German letters, philosophy, and art, notably from the time of Kant and Goethe, are of inestimable value to human civilization and that the world outside of Germany will not willingly let them die.

7. Mr. George Eastman of the Eastman Kodak Company thinks that the situation is not changed materially as to the cultural side of the question, but that the value of German as a commercial asset will be very much lessened by the outcome of the war. He does not think that the fact that we are at war with Germany should be allowed to have anything to do with the matter, but that it is simply a question as to the value of the language in commerce after the war is ended.

8. Ex-President Eliot of Harvard thinks that where German has been offered the study should be maintained unless the offer of

instruction in German precludes the offer of instruction in French . . . that if an American youth cannot study both French and German he had better study French, but that the war has in no way reduced the great value of the German language both for cultural and for practical objects.

9. Mr. Arthur D. Little, prominent chemist of Boston, thinks that in consequence of the revelations made by the Germans themselves in this war there can be little question that the relative importance and usefulness of the German language has been greatly diminished . . . that nevertheless it is still highly desirable for scientific students to include German in their curriculum. He feels, however, that under present conditions general students may to far better advantage devote themselves to French, Spanish, and Italian.

10. Prof. Julius Stieglitz of the chemistry department of the University of Chicago is of the opinion that to insist on the study of German in our schools is likely to make the students feel that after all the war is not a very important war. He thinks, therefore, that under the circumstances, it is proper that no emphasis be placed on the teaching of German at the present moment but that it be made a voluntary study.

11. Dr. Charles L. Parsons, chief chemist at the Bureau of Mines, Department of the Interior, feels that the study of German, in the future, from the standpoint of the chemists of the country, is not going to be as important as it has been in the past and that the chemists of the world are not nearly so dependent on German as they were a few years ago. He admits, however, that the more highly educated in the profession will still need to use the German language and keep up with the German scientists.

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All the other letters received are distinctly of a different tone and are unreservedly in favor of continuing the study of the German language and literature. You will note that this last group of replies is by far the largest.

12. President Hibben of Princeton writes: "I am thoroughly in agreement with you that the war with Germany should not lead us to discontinue or discourage the study of the German language in our schools. That would be a very narrow minded policy and quite unworthy of our American spirit."

13. President Butler of Columbia thinks that wherever the study of German has been used as political propaganda it should be ruthlessly stamped out. He adds: "This point guarded, there can be no question not only as to the desirability but as to the necessity of continuing the study of the German language and German literature and German history when the war is ended. There are perhaps 120,000,000 of people who speak German. They are an intelligent, highly organized, and powerful group in the world, and they will continue to be so even when defeated." He thinks that "we should be able to appeal from the Germany of today to the Germany of Kant, of Goethe, and of Schiller, from modern German barbarism to early German poetry, and from German hymns of hate to the beautiful music of the German masters of song."

14. Dr. Charles P. Steinmetz of the General Electric Company says: "Whatever pedagogical or general educational reason for teaching the German language existed before, naturally exists with the same force to-day. However, by the world war a stronger reason for Americans to learn the German language, has been added in the probability and expectation of America's falling heir to much of the foreign business formerly done by Germany." He points out that at the present moment the German language offers one of the most available means for communication in the business world with South America, Russia and Japan, and that this is particularly true in the case of Russia.

15. Dr. Leonard Wickenden, chief chemist of the West Virginia Pulp and Paper Company, writes: "I have heard with dismay of the proposal to discourage the study of the German language in our schools. It is difficult to see in what way Germany would suffer from such a step, but it is very easy to see how greatly America would suffer. To do this thing would be a most obvious method of giving aid and comfort to the enemy. If this country is to hold its own commercially against Germany it must have more and better research chemists, and the research chemist who does not know German is handicapped at every point." He adds a plea for the teaching of French also.

16. Chancellor Brown of New York University says that there is no doubt in his mind as to the present and future importance of instruction in the German language and literature in this coun-

try. He says: "Germany has suffered from a hysteria of military conceit. This will have to be overcome for the good of the whole world, the German people included, but we shall not increase our power of overcoming it by an answering hysteria of fear or venomous revenge."

17. Mr. L. C. Jones of the Solvay Process Company, Syracuse, speaks for the company as follows: "It is our opinion that from all points of view this language will continue to have, regardless of the war and its outcome, an even greater value as a subject of study than it has had in the past. No matter how much we may hate the Germans and their methods there is no reason why we should cut ourselves off from whatever information in literature and science is produced by them."

18. Dr. Lyman Abbott, of *The Outlook*, thinks that while there may be localities where it is not best to teach the German language in the public schools, it would be an act of unspeakable folly to cut ourselves off from the literature and science which the German people have contributed to the world. To do this would, he says, be to institute a blockade of our own coasts to the importation of inestimable wealth.

19. Prof. Bliss Perry of Harvard, formerly editor of *The Atlantic Monthly*, says that in his judgment the importance of studying the German language is not affected in the least by the fact of our being at war with Germany, that any condemnation we may feel toward Germany's political attitude has nothing to do with the usefulness of the German language to those students who wish to become better acquainted with modern literature. He points out that it is well known that the war of 1870 led to a great increase in the study of German in France and that such study has proved distinctly advantageous to the French people.

20. I insert here a copy of a letter from Commissioner Claxton to W. S. Covert, Principal of the South Side High School, Rockville Centre, New York.

"I do not think our present relations with the German Empire should affect in any way the policy of the schools in the United States in regard to the teaching of the German language.

The United States is now at war with the Imperial Government of Germany and not with the German language or German literature. The President has tried to make it plain to all the people

that we are not at war with the people of Germany as a people and that we have in our hearts no hatred or bitterness toward them. When the war is over we expect to be their friends again and our commercial and political relations will be re-established. Indeed, we shall probably have much more intercourse with the German people then than ever before, as we shall have with most of the nations of the world. The great German republic may become one of the leading nations for the preservation of the peace of the world. For practical, industrial, and commercial purposes we shall need a knowledge of the German language more than we have needed it in the past. We should remember also that there are many millions of German speaking people outside of Germany and the number of such persons will probably increase rapidly after the war, regardless of the way in which the war may end. Some years ago we were at war with Spain, and more recently we were almost at war with Mexico whose people speak the Spanish language. Yet the need of a knowledge of the Spanish language for commercial and industrial uses has been greatly increased.

The culture of the German language and literature and the writings of Lessing, Goethe, Schiller, and a host of other poets and novelists, historians, and essayists remain the same as they were before the war, and it is too great for us to lose out of our life, national and individual. The value of the scientific and technical writings of the German people will, no doubt, continue to increase. To rob ourselves of the ability to profit by them would be very foolish. The kinship between the English and the German language is the same as it was before the war and the value of a knowledge of the history and philology of the German language for an understanding of English remains the same.

Last of all, we cannot as a people afford to put ourselves in the attitude of regarding as evil everything about any people with whom we may happen to be at war. We cannot afford to assume this attitude toward the German people simply because they happen now to be under the control of an autocratic, militaristic government with purposes and aims that have brought us into conflict with it. The fewer hatreds and antagonisms that get themselves embodied in institutions and policies the better it will be for us when the days of peace return. We can easily see how this has been true of our times of war with England, Mexico, and Spain, and among ourselves.



I sincerely hope that school officers and teachers everywhere will take the broad and sane view of this subject. To do so can, I believe, in no way be interpreted as a lack of loyalty to the United States, nor can failure to do so in any way strengthen our position in the war or enable us to bring it to a successful end more quickly."

21. Prof. Alexander Smith of Columbia says that it is necessary for a student of chemistry or physics to be able to read German and that he, therefore, thinks that the language ought to be taught at least for those who wish to enter scientific work.

22. Mr. R. M. McElroy of the National Security League writes: "I have no hesitation in saying that the value of the German language as a medium of conveying human thought either by the spoken word or written word is as great today and will be as great tomorrow as it was before the war started. The great wealth of the German language should be open to as many of our people as possible. Its organic and practical demonstrations are indispensable elements in education. . . Any effort to rule them out would seem to me short-sighted and stupid." He thinks, however, that the work should be carefully supervised and guarded against anything in the way of propaganda and that there are certain phases of German political thought and social thought which should not be offered to our students.

23. Prof. H. P. Talbot, head of the department of chemistry and chemical engineering at the Massachusetts Institute of Technology, has no hesitation in saying that it seems to him unfortunate to discontinue or discourage the study of the German language in the secondary schools. All that are interested in chemistry, he says, have a vital interest in German because for them it is important as a tool rather than as a cultural development. In any case it would be distinctly unfortunate for our young people and he sincerely hopes that we shall be successful in our efforts to maintain the instruction in German on a normal footing.

24. Prof. Albert Bushnell Hart of Harvard University says: "It is to be hoped that the study of German will go on in the schools and colleges. It is a rich language, akin to our mother tongue, used by millions before the present Emperor was born. It is a vehicle of literature which belongs to the world. It has included and will include scientific and other materials which are a part of the world's stock of learning." He adds that the bad

things which are attributed to the Germans do not arise from their language.

25. Prof. W. A. Noyes of the chemistry department of the University of Illinois writes most emphatically that it is not wise to discontinue or discourage the study of the German language because we are at war with Germany, and that to scientific men the language will be indispensable in the future as it has been in the past. He also thinks that the study of the language will help in the laying of foundations for future friendly relations.

26. Mr. Hugh K. Moore, chemist of the Berlin Mills Company, of Berlin, N. H., says that he does not see how it is possible for anybody to become an expert in chemistry, physics, or agriculture without a knowledge of French and German. He points out that for a scientist to be an expert knowledge must be sought in the German publications. It seems to him that dropping either French or German from our curriculum would have much the same affect as dropping mechanical drawing from an engineering course.

27. President Jordan of the American Tobacco Company would regret very much to see the study of German discontinued in our schools; he regards it as a cultural luxury, an economical possibility, and a scientific necessity. He considers it impossible for a scientist to keep abreast of the times if he does not have at least a reading command of the German language.

28. President Finley, knowing Dr. Wheelock's view, referred my letter to him and the latter quotes in reply a letter of his to Dr. Finley under date of October 15 as follows: "I am clearly of the opinion that the war on the German language that is being conducted in many places in this state is a mistake. I hope it will not succeed. It does not follow that we are pro-German because we can find some beauty, some means of culture, and some practical value in the study of the German language. I have frequently advised those who have written me regarding the matter to require that their students in German read Schiller's *William Tell* intensively and extensively. No more emphatically anti-Kaiser literature can be found anywhere."

29. Dr. W. R. Whitney, chief chemist of the General Electric Company, has these statements in his letter: "I shall be sorry if any serious steps are taken to stop the teaching of German, at least to those who plan to be scientists or engineers. . . . A large

part of our ability to proceed with such work as combating disease with anti-sera, and similar modern advances, is due in part to painstaking German investigators who published their work. . . . With due respect to other countries the German scientist has published as much as any other and this work should be available to interested Americans. In the John Crerar Library in Chicago, the most representative scientific library in this country, books in German make up nearly 30 per cent. of the total number. At the library of the Rockefeller Institute for Medical Research, the ratio of German books to English is 2 to 1. In the library of our Research Laboratory over three-eighths of the space on the shelves is occupied by German books. And it even now is an every-day experience in our library that many of the best articles and reference books are closed to young engineers by their inability to read German.

30. Dean Shailer Mathews of the University of Chicago thinks that it would be too bad to abandon the study of German, but that it ought not to be used for the purpose of maintaining loyalty to the fatherland. In other words he would distinguish between the literary aspect and the possible political attitude.

31. Mr. W. D. Bigelow, chief chemist of the Research Laboratory of the National Chemistry Association, feels very strongly that to discontinue or discourage the study of German in the schools would be unwise. He points out that it is not the desire of anyone to overthrow the civilization of Germany and that we all expect Germany to continue to do much work that will be of value to the rest of the world, but that even if this were not so the German literature now existing is an immense storehouse. Anyone, he says, to whom this literature is not available is sadly handicapped in scientific work.

32. Dr. H. P. Corliss of the General Engineering Company of Salt Lake City has this to say: "I feel absolutely sure that the discontinuance of the teaching of this language would be a serious mistake. Besides its undoubted cultural value, it is indispensable to the study of science. Since my training and work are in this field I feel confident in saying this. I have constantly to use books and journals in German. As to the future, there can be no doubt that the Germans will contribute excellent scientific work as in the past. Their scientific achievements are of the highest, and help

to make them the formidable enemy that they are. This science should be learned and turned to better purposes. Also we profess the best of intentions toward the German people, therefore, we should learn their language that there may be a better understanding between us.

33. Ex-President William H. Taft, an ardent American and an out-spoken opponent of everything that Germany has done in the war writes: "I think it is a mistake to strike the study of the German language out of our secondary schools and out of our universities, just on account of the war. It is a language in which so many masterpieces of literature have been written and so many scientific works have been published that every educated man should know the language. I am very sorry that, although I had the opportunity, I did not have the persistence to acquire it myself."

34. Prof. L. M. Dennis, of Cornell, thinks that it would be a grave mistake to discontinue or limit the instruction in German and that to close to our students of chemistry the sources of information afforded by German publications would have an almost paralyzing effect on the students' success whether in their university studies or in government service or in the chemical industries generally. He asks this question: "Suppose our war department should obtain possession of a German gas mask that is superior to anything that the Allies have devised, or should learn a German recipe for making an explosive that is more powerful than any that we are producing:— would the antagonists of the German language think that our troops ought to be deprived of the protection of the masks or of the use of the high explosives because both were of German origin?"

35. Ex-President Andrew D. White, of Cornell University, and Ex-Ambassador to Germany, writes this: "I entirely agree with you that it would be a most wretched mistake to allow the feeling provoked by the present war with Germany to prevent in future the study at our colleges and universities of the German language and literature. The idea seems to me preposterous, and I feel that the reasons for the careful study of the German language, literature, and indeed the German genius generally, are increased rather than diminished by her history as it has culminated in the present war."

The excellent articles on our topic which have appeared in various publications are too many and too long to put before you at this time, even as a list, but I have ventured to make extracts from a few which seemed to me particularly good.

A. In an article in *School and Society*, Prof. Handschin, of Miami University points out that it has been decided in France, England, and Germany that no changes in the school curricula shall take place during the war. There have been defections on the part of pupils in France and England, but these have been growing less since the first wave of revulsion. He quotes as follows from Prof. Henri Hauvette in the *Revue de l'Enseignement des Langues Vivantes*: "Are there really persons of such slight discernment as to maintain that it is necessary to give up teaching young Frenchmen German after the war? This proposal appears so manifestly absurd to me that I refuse to take it seriously. At all events, we must not allow a single occasion to pass by without reiterating that it is an error. It is a patent fact that any one who wishes to devote himself to scientific, philological, legal, philosophical, and, of course, military matters must be able to read German and that a sojourn in Germany must be a part of his education. The infamy of Prussia will not extinguish the thought of the German philosophers and savants, nor the prodigious labor of their scholars and organizers who have made Germany what he is."

B. In a valuable article on the foreign language situation in Wisconsin, Prof. J. D. Deihl says in the *Wisconsin Journal of Education*, that there are abundant sound reasons why the study of German should not be hampered and curtailed, war or no war, and that these reasons are largely educational, not political. But even looking at the matter from the political side, it would be very difficult, he says, to maintain the proposition that because we are at blows with a strong enemy it is desirable that we know as little as possible about his language and manner of thought. Ignorance may satisfy temporarily a sentiment of outraged justice, but it is certainly not justifiable as a sound war policy.

C. In an article entitled *Modern Language Instruction, Why and When?*, Mr. Peter Scherer, of the Indianapolis public schools, prints extracts from a number of sources, a few of which follow here in condensed form:



c-1. Prof. A. Pinloche (*Revue*, as above) says that less than ever can one deem excessive an insistence on the knowledge of at least two foreign languages on the part of every one [i. e. every Frenchman] who aims at a place of distinction in his native land—especially if, for the purpose of admission to higher institutions of learning, these two languages are German and English.

c-2. Prof. Paul Besson of the University of Grenoble says it is certainly strange that one should propose to restrict the teaching of German at the precise moment when every Frenchman with much or little German, at the front and elsewhere, has every reason for congratulating himself that he has at least a smattering of that language and derives from that knowledge very appreciable advantage, and when so many others greatly regret that they have never had the opportunity of learning this tongue. The proposal is at least inopportune, he thinks.

c-3. The *London Journal of Education*, November, 1914, has this paragraph "Even the present aberrations of the German mind and conscience will not destroy the value to ourselves as a study of those elements, and their value will remain, whether in the future we are enemies or friends of the Germans. Indeed, proposals to neglect the study of German come rather curiously at a moment when German methods and ways of thinking are exciting more interest among the general public than they have ever done before."

c-4. *School and Society*, July 15, 1916, prints a letter from the *London Times* sent by a number of prominent people, including Admiral Jellicoe, of the British Fleet, to the parents of the boys at Eton, urging the study of modern languages. The following passages occur: "We consider a mastery of science and modern languages necessary to fit our sons to take their proper places in modern life. . . . Few boys leave the public schools able to converse freely in modern languages; the presence of so many interpreters in the British Army is absolute evidence on this point. It is clearly seen how immensely important are these two subjects (science and German) for our sons, whatever may be their future professions. The wonderful efficiency of the Germans, both in science and languages, points to the fact that their schools and universities answer these two vital requirements better than do ours."

c-5. In an article by the Master of Balliol, in *The English Review*, July, 1917, the following passages occur: "But when all is said and done, we have to live in a world that will contain in all nearly 100,000,000 Germans, of whom only one-third are strictly Prussians. We cannot afford to neglect German learning and German science any more than German warcraft or German commerce and industry. All these German things have been overpraised, but we need not therefore refuse to make use of them. That would be folly, and a folly of which they, on their part, will not be guilty. . . . Every year the need becomes greater for a student, whether of science or history, philosophy or theology, to read French, or German, or Italian."

c-6. Replying to the question what is to become, after the end of the war, of instructors in English and French, Joachim Clasen, in *Die Neueren Sprachen*, July, 1915, answers: "In the main we shall doubtless have to adhere to our present system, for I can see no reason why we Germans, after peace has been declared should, to the disadvantage of our youth, continue the deplorable feud as a language war in our schools."

c-7. Dr. A. W. Porterfield late of Columbia University, writing of the value of German to the American school boy, says: "There is no phase of human existence that German literature does not treat; there is no foreign literature the best of which the Germans have not translated; there is no field of art and science which the Germans have not cultivated; there is no literature in which the principles of discipline, moral and aesthetic, are more potently set forth; there is no body of national writings in which it is made more plain that the love between citizen and country is mutual; there is no great modern literature more closely related to the English."

c-8. Dr. Charles W. Eliot, in an article in the *Century Magazine*, has these sentences: "Indeed the advanced student of our day can dispense with Latin better than with French, German, or English. I cannot state too strongly the indispensableness of both French and German to the American or English student. . . . The philologists, archaeologists, metaphysicians, physicians, physicists, naturalists, chemists, economists, engineers, architects, artists, and musicians all agree that a knowledge of these languages is indispensable to the intelligent pursuit of any one of their respective subjects beyond its elements. Every college professor who

gives a thorough course of instruction—no matter in what department—finds himself obliged to refer his pupils to French and German authorities. In the reference library of any modern laboratory, whether of chemistry, physics, physiology, pathology, botany, or zoology, a large proportion of the books will be found to be in French or German."

D. The following paragraph is taken from a long and, in the main, moderate editorial by Bernard Ridder in the *Staats-Zeitung*, of November 16: "A knowledge of foreign languages is directly essential to the success of any foreign commerce. Other nations have recognized this for years. The English language has been taught in the schools of Japan for decades. Germans sent into other countries to sell German goods are invariably picked for their knowledge of the language spoken therein. The Germans and Japanese have shown themselves the best foreign salesmen in the world, and very largely because they have made a study not only of the markets into which they go but also of the languages which their customers speak."

He gives also a quotation from the Bureau of Education at Washington to this effect: "There is a general agreement among educators and public men that there should be no interference with existing high school or college provisions for the teaching of German. A knowledge of German now is more important than it was before the war."

E. *The Rochester Democrat* of September 12 has this to say: "One of the silly manifestations of antagonism early in the war was the changing of a few German names here and there in countries of the Entente Allies. Still more silly is the decision of some communities in the United States to discontinue the teaching of the German language because we are at war with Germany. If it were conceivable that we were to be at war with the German nation forever, thousands of our young men would require as never before a knowledge of the German language. It would then be almost indispensable. . . . The French say that one of the great advantages of the Germans in 1870-71 was that they had everywhere officers who could speak French almost if not quite as well as native Frenchmen, and it is not to be doubted that in this war Germany has had no lack of men with a command of French, English, Russian, Turkish, and the tongues of the rest of her enemies and allies."

F. The *Monatshefte* of October, 1917, quotes as follows from the *American Schoolmaster*: "Since our own nation entered the Great War we have noted several local outbursts against the study of German in our schools. This we regard as a serious mistake. However the war may affect the political fortunes and institutions of the German Empire, the Germans will remain a great people with significant ideals and aspirations, and with a culture—spelled with a C—which no civilized people can afford to ignore. . . . There will soon be a greater social need of familiarity with the German language than ever before. . . . To eliminate the study of German from our schools today would be a memorable folly for which in later years our present high school boys and girls could hardly forgive us, or themselves either, where they are so ignorantly impulsive as successfully to oppose it. . . . Let not prejudice stand in the way of intelligence and sound reason."

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## DEVICES FOR TEACHING ORAL FRENCH

In the direct method of teaching French oral work holds an important place. How to lead the pupil to acquire a good pronunciation and some fluency in the use of the language is a problem, then, which must be solved by every teacher of French today. To obtain satisfactory oral work in the short time devoted to the language in our public schools, it is essential that the teacher make use of every good device at his command.

Pronunciation is the foundation of all oral work and should, therefore, from the first receive careful attention. For laying this foundation the value of phonetics is now very generally appreciated. Not only should pupils be made familiar with the different sounds in French, but they should also learn the exact position of the vocal organs in producing them and should have daily practice in making the sounds themselves. Great stress should be laid on the importance of the activity of the lips and on the changing of the positions of the speech organs in making those sounds which are not found in the mother tongue. With this constantly in mind the pupils should, under the direction of the teacher, train these organs. To aid in the work, there should be hung where all can see them a phonetic chart and a chart showing views of the mouth in making these sounds.

The phonetic transcript of the "Association Phonétique Internationale" is a valuable aid in training the ear and the organs of speech. It also enables the pupil to look up at home the pronunciation of any word of which he is in doubt. After only a few weeks' practice with the symbols the average pupil is able to give correctly the pronunciation of a great many words which he has never seen before. He is also able to give the spelling from the pronunciation. After all the sounds have been taught, there should be given every day during the first semester a few minutes drill in reading from charts specially prepared sentences, containing the sounds with which the pupils have difficulty. Pupils should be made familiar, by means of sound cards, with the different



groups of letters standing for each sound.<sup>1</sup> For example, they should learn by continual practice that *ê* (tête), *ei* (neige), *ai* not final (lait), *et* final (trajet), *e* when the last letter of a syllable and followed by a double consonant or by two consonants of which the first is *s* (verre, reste), are pronounced  $\epsilon$  like the *e* in the English word *let*. A pupil who has a good ear and who excels in giving a certain sound as the French *u* may be appointed a watchman for that sound. Every time he hears it given incorrectly, he should immediately call attention to it, correct it, and then note, in a book for that purpose, the name of the pupil making it. In this manner incorrect sounds will be gradually eradicated.

After the first semester pupils should be tested at least once a month on pronunciation. A duplicate record of errors, with suggestions for correcting them, should be made regularly, the teacher keeping one, and the pupil the other.<sup>2</sup> With the suggestions before him, the pupil should practise reading aloud a few minutes each day until the next test when he is to receive other suggestions. Stress should be placed on the use of the mirror and sound cards for home work in correcting faulty pronunciation. Where a phonograph is available, much help in learning

	<sup>1</sup>	<u>oe</u>	
couleur	œuf		fleur
feuille	œillet		cueillir
œil			

<sup>2</sup>Slips taken from the duplicate record book of errors in pronunciation. Notes were made while the pupil read.

#### R. Matthews

Le 6 avril, 1915

- s entre 2 voyelles = z. caserne
- e pas assez fermé: caserné
- ê obtint, main, pain, vint
- œ maison, on, son
- oi = wa. voir
- er, final = e (é) flotter

#### E. Schillat

Le 8 avril, 1915

- y muet, une, voulu, sûr
- e pas assez fermé: écouté, métier, année, dernier
- i dimanche
- œ un
- et (final) =  $\epsilon$
- ai (pas final) =  $\epsilon$ : pensait, restait
- Attention aux liaisons
- autre—au pas assez fermé

the intonation and grouping of words may be obtained by listening to the records. When those in authority realize that laboratory work for pronunciation is just as necessary as laboratory work in the natural sciences, this very essential and much neglected part of the teaching of modern languages will be given its proper place in the curriculum.

Not only should pupils be taught to use the phonograph in study, but they should also be encouraged to improve every opportunity of hearing spoken French, remembering that the training of the ear is of very great importance. In Germany it was formerly the custom of the school authorities to engage every year French and English reciters to present to both teachers and pupils selections which were to be taken up in class. While no such provision is made here, there are many French societies and churches which offer opportunities for hearing the spoken language.

Along with the work in phonetics should proceed the teaching of the grammar and vocabulary. The class room and the home furnish subjects for this work. The teacher should, in the first semester at least, see that the class is made familiar by means of objects or pictures, with the vocabulary and constructions found in the advance reading lesson. His home preparation of the reading lesson will then be only a review of what he has already learned by means of conversation in class. *Lectures Faciles*<sup>1</sup> is an excellent little book for oral work and reading in the first semester, and affords much interest and pleasure to the pupils. There should be constantly at hand on a large demonstration table, pictures or objects to represent every word of the vocabulary in this book. To save time the pictures could be arranged by lessons in large envelopes. Nothing should be read which has not been previously taught by means of these. Exceptionally bright pupils should be encouraged to add to this vocabulary. For example, one may wish to add to his list of fruits, another to his list of animals. The pupil should bring a picture of the animal or fruit he wishes to know and ask in French for the name, which should then be written on the back.

As it is the verb which plays the principal part in all oral and written work, this should be taught from the very beginning by

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<sup>1</sup>*Lectures Faciles* by Miss Bruce, D. C. Heath & Co.

means of conversation, in some such manner as that given in *Beginners' French*<sup>1</sup>. When the pupils are able to give these sentences fluently, they should write them in their note books. After several verbs of the first conjugation have been taught in a similar way, dialogues should be written at home and then given in class. This dialogue work with the verbs should continue through all classes. In the second year's work it may consist of imaginary trips to the most interesting parts of France, to the market in a French city, to the large department stores of Paris. The best of these should be given in class.

Other tenses of the verb may be taught similarly. The pupils may tell what they *did* on their imaginary trip, what they *are going* to do on their next trip to Paris, what they *wish* to do on a trip to the French Alps. After the past indefinite has been taught, each pupil, for a week or more as he enters the class room, should tell the teacher at the door something which he did that morning. The following are sentences which were actually given in one class: "J'ai lavé la vaisselle ce matin." "Miss S— m'a grondé ce matin parce que j'ai parlé dans le corridor." Pupils enjoy this and try to give long interesting sentences. After this work has been thoroughly learned they may, instead of making statements, ask questions using the same tense. These often take the form of real necessary questions, as: "Mlle. F.—avez-vous mon cahier? Je l'ai laissé hier dans la salle de classe," "Mlle. F.—est-ce que vous avez trouvé la gomme que j'ai perdue ce matin?" "Savez-vous que le facteur a apporté 'Choses et Autres' ce matin?" Other tenses may be taught in a similar way. In teaching the subjunctive this oral work is especially valuable. There is nothing that seems more practical and worth while to the pupils than these few seconds of daily intimate conversation with the teacher.

Another interesting exercise for oral work is found in giving the different steps leading up to a completed article, as a loaf of bread, a pat of butter, a table. "The Story of a Piece of Bread"<sup>2</sup> may be taught first by means of pictures and then used as a model for further composition on other topics assigned. These

<sup>1</sup>*Beginners' French* by Walter & Ballard, Scribners.

<sup>2</sup>Lesson XV, Fraser and Squair, *French Grammar for Schools and Colleges* D. C. Heath & Co.

stories may be written in the present, exchanged in class and transposed to the past, future, etc. Pupils may be asked to give the same, placing before each sentence "*Je désire que—*" or "*Il faut que—*" and similar verbs, thus showing the use of the subjunctive.

In the second semester of the first year, much drill on the troublesome conditional sentences should be given by means of such questions as "*Si vous vouliez aller à New York, que feriez-vous? Cet après-midi si vous aviez voulu aller à New York qu'auriez-vous fait?*" Likewise in teaching the subjunctive much oral work is necessary. Pupils might, for example, be asked to tell what the farmer *must* do in the spring, what they *wish* to do next summer, what they *fear* will happen when they travel on the water.

One of the best ways for teaching verbs is found in the method of François Gouin, the so-called Gouin series, in which the pupil gives all the steps leading up to the performance of a certain action, as the opening of a class room door. A good example is found on page 19 of *Beginners' French* by Walter and Ballard. In giving each expression directly with the action, the pupil learns little by little to think in French. A good assignment in connection with the series is a "A Trip to Paris." "A French School Day" is another example of work which may be done in connection with the series. By this it will readily be seen how useful knowledge of France and French customs may be taught in developing oral French, even in the first year. These series may be given in the past or future as well as the present and in any person. In the first few the teacher should help the pupil when he hesitates and should encourage him by such expressions, as: "*Très bien,*" "*A la bonne heure.*" He will soon learn these expressions and be able to use them himself.

As the imperative is constantly being used by the teacher, the pupils unconsciously become familiar with it. To become fluent they should, however, be called upon to give directions to individuals and to the whole class. As the verbs are used, they are written on the board by a pupil. After this other pupils name imperatives which have not been given. This is excellent work for the review of verb vocabulary. I recall having heard such imperatives as: *Ouvrez le livre. Fermez le livre, Jean.*

Levons-nous. Dites-moi le mot *thanks* en français. Dites-moi en français le proverbe "Tit for tat."

The present participle may be made a never-to-be-forgotten part of the verb by means of a simple game called "Je te jette mon gant" which is often played in France. A throws a glove to B saying, "Je te jette mon gant." B asks, "En quoi faisant?" A replies immediately, using *en* with a present participle, as "En parlant." B then throws the glove at once to another pupil while saying "Je te jette mon gant" and so the game continues. Anyone who hesitates or gives a present participle which has already been given must pay a forfeit. For a review of irregular verbs in advanced classes a verb game played in a similar way to "Authors," gives variety and stimulates oral work and the study of irregular verbs on the part of pupils deficient in these. A verb match at the end of each term is also enjoyed. Leaders are appointed and sides chosen. The first pupil on one side gives a verb as "vous saurez." The first pupil on the other side is asked in French by the pupil giving the verb to state the person, tense, and infinitive of this verb, as "Deuxième personne au pluriel du verbe *savoir*, to know." If he gives it correctly he has the privilege of giving the next on the other side, and so on. Every pupil who fails takes his seat. Another exercise is to see who can in one minute, give the infinitive of the greatest number of verbs beginning with a certain letter. The teacher says, for example, "e" and immediately calls "Mary." Mary gives just as fast as she can all infinitives she is able to recall beginning with *e*, as *écrire*, *élever*, *envoyer*, *enlever*, *effacer*, *égarer*. The number is taken down. Then another letter is given and a pupil called as before, and so on.

Another good exercise is to have a pupil give a noun and then call on a classmate for the corresponding verb, as: *l'écriture*, *écrire*; *le poids*, *peser*; *la demeure*, *demeurer*. Sometimes the verb may be given and the corresponding noun given, as: *allumer*, *lumière*.

Still another exercise is to have the pupil give a word and then call on classmates to give words belonging to the same family. Suppose the verb *voir* is given. Such words as *vue*, *visible*, *invisible*, *viser*, *visage*, *visite*, *visiter*, will be given. Sometimes



a word may be given and then its antonym<sup>1</sup> required, as: acheter, vendre; vieux, jeune. Sometimes the synonym may be called for, as: boutique, magasin.

From the first day, French should be spoken as much as practicable and should finally supplant the mother language. The first year the pupils might be taught the following:

I In five minute general conversation each morning,

Bonjour	{ madame	Jean, va-t-il mieux ce matin?
	{ mademoiselle	Oui, il va mieux à présent.
	{ monsieur	Qu'avez-vous?
Au revoir, mademoiselle.		J'ai mal à la tête.
Merci, monsieur.		" " " gorge.
Il n'y a pas de quoi, madame		" " aux dents.
Connaissez-vous cette personne?		" sommeil.
Présentez madame à votre		" faim.
classe.		" peur.
J' ai l'honneur de vous présenter madame D—.		" chaud.
Nous sommes enchantés de		" froid.
faire votre connaissance,		Ayez l'obligeance d'ouvrir la
madame.		porte.
S'il vous plaît.		Quel jour avons-nous aujourd'hui?
Plaît-il?		Nous avons le trente novembre.
Pardon.		Quelle heure est-il?
Qui est absent?		Il est dix heures.
Comment allez-vous?		" une heure et demie.
Je vais très bien merci. Et		" onze heure moins quart?
vous?		Quel temps fait-il?
Comment va Mlle. S— cet		Il fait beau.
après-midi?		Il neige.
Elle ne va pas très bien aujourd'hui.		Il pleut.

<sup>1</sup>*Antonymes de la langue française* by A. Muzzarelli, William Jenkins, 851-853 Sixth Ave., New York City.

## 2. In the lessons on pronunciation,

Prononcez bien.	Vous traînez sur l' <i>a</i> .
" après moi.	Cette syllabe est longue.
" correctement.	" " " brève.
Vous ne prononcez pas bien.	Faites la liaison.
Vous prononcez mal les voyelles nasales.	Répétez ensemble.
Vous prononcez <i>on</i> comme <i>en</i> .	Parlez haut.
Vous accentuez trop cette syllabe.	" lentement.
	Ne parlez pas si vite.

## 3. In the recitation and reading lesson,

Ouvrez votre livre à la page—	Asseyez-vous.
Au { haut de la page.	Ecoutez attentivement.
{ bas " "	Répondez par une phrase complète.
{ milieu de la page.	Récitez l'indicatif présent du verbe <i>donner</i> .
Levez-vous.	Réfléchissez avant de répondre.
Commencez.	Parlez à la classe.
Lisez.	Comprenez-vous?
Continuez.	Oui, je comprends.
Traduisez.	Récite, toi.
Epelez le premier mot.	Récitez, vous.
" " deuxième mot.	C'est parfait!
Restez debout.	A la bonne heure!
Non, je ne comprends pas.	Je suis très contente de vous.
Classe, demandez si vous ne comprenez pas.	Je vous donne une bonne note.
Comment dit-on <i>book</i> en français?	Vous aurez une bonne note.
Qu'est-ce que c'est que cela?	Vous avez bien travaillé!
Je ne sais pas.	Vous êtes très appliqué.
Pourquoi n'avez-vous pas votre cahier?	Vous avez fait beaucoup de progrès.
Levez la main.	Ayez la bonté de ramasser les livres.
	Nous allons réciter la poésie.

## 4. In the written work,

Allez au tableau.	Les voyez-vous?
Donnez-moi un morceau de craie, s'il vous plaît.	Y a-t-il encore quelque chose à corriger?
Ecrivez le mot,—	Cherchez-moi un papier buvard.
Ecrivez la phrase,—	Quelle est la faute?
Faites attention.	Il n'y en a pas.
Vous ne faites pas attention.	Il a tort.
Ecrivez au crayon.	Il a raison.
Soulignez chaque faute.	Combien de fautes y a-t-il?
Comptez.	Il y en a deux.

After the first year the class should be conducted entirely in French. Even the names of the pupils may be given in French. Louis Carpenter, you may be sure, will be greatly pleased to be called Louis Charpentier and the other pupils will find no little enjoyment in calling him by that name outside of class. The environment should be made as nearly French as possible that it may in every way be conducive to oral work in the language. Maps with the names in French, plans of Paris, scenes representing French life, and French proverbs should adorn the walls. Collections of post cards, French periodicals, newspapers and letters received from pupils abroad should be placed where all may make use of them in planning oral work.

Throughout the course pictures should play an important part in furnishing subjects for conversation. The vocabulary books<sup>1</sup> are helpful in this work. For teaching French home life and customs one may use some such pictures as the finely colored wall pictures which accompany *La Première Année de Français* by F. B. Kirkman.<sup>2</sup> One is a domestic scene called "La Famille Pascal à Table" and another is a street scene called "La Porte Saint-Martin à Paris." The teacher designates with a pointer each object, gives its name, and when necessary, explanations as to its use. When the names of all objects in the picture have become perfectly familiar to the class, one pupil may do the questioning and the teacher may play the part of a visitor. One day a time-keeper may be appointed while another pupil

<sup>1</sup>Art Institut, Orell Füssli. Libraires-Editeurs, Zurich, Suisse.

<sup>2</sup>Adam and Chas. Black, 4 Soho Square, London, W., England.

goes to the picture and names as many objects as he can in the time allotted. Another day verbs or adjectives suggested by the objects may be named. Still another day short sentences may be given. When the picture has been thoroughly studied, a story may be composed about it. Next, dialogues may be the assignment, conversation being suggested by the actions performed in the picture.

Topics for conversation may also be furnished by foreign correspondence. Each pupil should be ready to describe the city in which his correspondent lives. Some of the letters should be read and discussed in class. Questions which cannot be answered or topics on which pupils desire information should be noted and taken up in the following letter to the correspondent in the city mentioned. From time to time pupils might arrange programs consisting of short stories, anecdotes<sup>1</sup> and poems. The object is to do so well that the teacher, who has not seen the program, will understand every word that is given. The little magazine "*Choses et Autres*"<sup>2</sup> is very helpful to the pupils in this work.

Frequent illustrated talks on the history, literature, geography, customs and daily life of France should be given in French by the teacher. Let pupils in the fourth year take notes on these in French and reproduce them later in class. When all the pupils have by talks, readings, pictures and maps become more or less familiar with the principal streets, squares and monuments of Paris a game called "*Connaissez-vous Paris*"<sup>3</sup> may be played.

After the first semester there should be much reading in class. At first the passage should be read aloud by the teacher. After the pupils have been questioned in French on the pronunciation, meaning of new words and construction, it should be read aloud by the pupils. In the first lessons especially, much attention should be given to the intonation and to the union of words of the same group. After a paragraph, or in some cases a page, has been read, the books should be closed and the class questioned in French on the content. These questions should be very short and simple at first. Sometimes a pupil who pronounces

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<sup>1</sup>Ballard's *Short Stories for Oral French*. Chas. Scribner's Sons, New York.

<sup>2</sup>Philadelphia Publishing Co., 1709 Chestnut St., Philadelphia.

<sup>3</sup>Wm. R. Jenkins Co., 851-853 Sixth Ave., New York.

well might ask the questions. *Lectures Faciles* has already been mentioned as a first reading book. Kirkman's *Première Année de Français*<sup>1</sup> is also excellent when used with the wall pictures which accompany it; its phonetic edition and lesson notes are valuable helps to the teacher. Two other good books published by the same company are: *Récits et Compositions d'après l'image* by M. Anceau and E. Magee, and *Lectures Illustrées*. The first, which has fourteen finely colored illustrations with corresponding text and exercises, costs 6d. The other, which has fifty-two illustrations, thirty-two of which are colored, costs 1s. 6d. An excellent book for beginners, published by The Macmillan Company, is the *Elementary French Reader* by Louis A. Roux. An old, but always interesting book for elementary classes, is *L'Abbé Constantin*. An intermediate class which saw this given at the French Theatre in New York last year chose it for sight reading.

An important place in the teaching of oral French should also be given to appropriate rhymes, poems, proverbs, quotations and songs.<sup>2</sup> From the first the value of these should be appreciated in the teaching of vocabulary, difficult constructions and verbs. The days of the week, the months of the year will not soon be forgotten if memorized in rhyme. The numerals to twelve may be taught by means of the little jingle, "Les Cerises." Even the older pupils are fond of the song "Au Clair de la lune,"<sup>3</sup> which once memorized will fix in the mind the second singular of the imperative as in *prête-moi*, "ouvre-moi," "va" and the present indicative of *avoir*, *être*, *croire* and *battre*. "Sur le pont d'Avignon" will be especially interesting to pupils who are corresponding with pupils in Avignon. It may form first an interesting subject of conversation, for they have already heard much about it through letters read in class and the post cards which have been sent by correspondents. This song will be found very valuable in teaching names of different trades which of course should be discussed before the teaching of the song. In the advanced classes national hymns in connection with the "Historical Reader" and such songs as "Combien j'ai douce souvenance" preceded by a talk on Chateaubriand should be taught.

<sup>1</sup> Adam and Chas. Black, London, England.

<sup>2</sup> *A First Song Book* by R. B. Morgan and with notes by F. B. Kirkman, Adam and Chas. Black, 4 Soho Square, London, W., England.

<sup>3</sup> *Chansons, Poésies et Jeux* by A. G. Gay. Wm. R. Jenkins Co., New York.

No poem in elementary classes should be memorized until it has been made perfectly clear by means of pictures and objects, and the story told by the pupils. Suppose the fable "Le Corbeau et le Renard" is to be taught. The story should first be told by the teacher as she points to the picture. She may then have it dramatized by two pupils, one taking the part of the crow and the other that of the fox. When every word is thoroughly understood the teacher should carefully read the poem, calling the attention of the pupils to the pronunciation and diction. Not until this has been accomplished should it be memorized. "Noël," which should be preceded by a talk on the celebration of Christmas in France and "La Marseillaise" after a talk on the French Revolution are both good for the second or third year.

Of all the many devices for teaching oral French there is one which stands out above all. It is that the teacher make use of the daily incidents of the class room, of the school building and of the home life, that he make French a real living language for his pupils by giving them daily practice in conversation and all kinds of oral work, from the first day of the course to the last. The result of such teaching has already been seen and the value of it recognized by educators in general.

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## THE LABORATORY METHOD IN THEORY AND PRACTICE

A description of the laboratory method in beginning German was given in an article which appeared in the May number, 1911, of *Die Neueren Sprachen*. But for the purpose of clear and immediate connection of the points in this paper with the different phases of the method I shall give a brief preliminary explanation of it.

My first experiment with the method was made in the fall semester of 1903. For ten years I had taught German by the grammar method. But with each succeeding year I felt more and more dissatisfied with the results. With all my efforts in drilling and assuring my students that they were studying a living language in which their own thoughts could be expressed they seemed unable to free themselves from the notion that the language was all in the book. As I studied the problem and analyzed the short comings of the method it seemed to me that the principal factor in a solution of my problem would be a bookless method by which a carefully selected and classified vocabulary and the essentials of grammar would be developed according to correct principles of mind and language instruction. I was somewhat familiar with *Anschauungsunterricht*; I had studied the natural method under Dr. Sauveur, whose certificate I had been proud to receive; I had read Gouin; I had taken my college German under an excellent teacher of the grammar method and therefore felt I could venture out on a new path without great danger of getting lost. My experience in the scientific laboratory had suggested to me the practicability of applying the principles and methods employed there to the study of beginning language. For my purpose the salient feature in these consisted in giving to the student the theory and materials of the science and letting him work out his own result. Accordingly, I extended my recitation period to two hours and called the method the laboratory method.

I begin the work of the course by explaining to my students the historical relationship between the English and the German. I study with them the political and topographical map of Germany, talk to them about the government, life and customs of the German people and hint at the richness of their literature. I then take up the sounds of the new language and by the application of simple

phonetics, using Viëtor's Lauttafel, I classify and illustrate them in alphabetical order and give the students practice in writing and pronouncing phonetic script. A brief description of the parts of speech and their variations completes the introductory work which covers about two weeks of time.

The first part of the next period is given to the presentation of materials for the students to work with. These materials consist of vocabulary, inflected forms, and rules of grammar and syntax. The students are provided with special blank books of ruled paper, 8½ inches by 14 inches in size. The leaves are cut in two halves so that there are upper and lower leaves which may be turned back and forth independently of each other. On the even pages of the upper leaves are written the nouns, each gender in a separate column, adjectives, prepositions and adverbs; on the opposite or odd pages of the upper leaves the verbs and paradigms. Each class of words has its particular position on the page.

In developing a vocabulary I first pronounce distinctly the German word and have the class repeat it in concert after me, sometimes more than once. If it is a noun I always pronounce the definite article with it and in the response the students do the same. I then write the word on the board and the students copy it in the appropriate place in the note books, if a noun the definite article and signs of the genitive singular and nominative plural with it. I then hold up the illustrative chart and pointing to the object ask the class to name it. These charts are made of heavy cardboard 14 inches by 22 inches in size on which are mounted pictures selected with special reference to the idea which they are to convey and gathered from illustrated magazines and penny picture collections. In this way I develop a vocabulary of from twenty-five to fifty words. I then give the class an installment of inflections, writing the forms on the board which are copied into their note books. Along with and following the development of the materials, oral work is carried on in which the class as individuals or in concert takes part. The rest of the class period is employed by the students in writing original sentences based on the materials which have been presented to them. For this composition, which constitutes their laboratory work, they use the even pages of the lower leaves immediately under the corresponding vocabulary, and while they are thus at work I pass round among them and

correct with red ink the mistakes they make. While writing sentences on any given vocabulary any previous vocabulary may easily be brought to view by simply turning over the upper leaves without turning the page on which the student is writing. Occasionally, I have the class stop before the end of the period and read to each other the sentences they have composed.

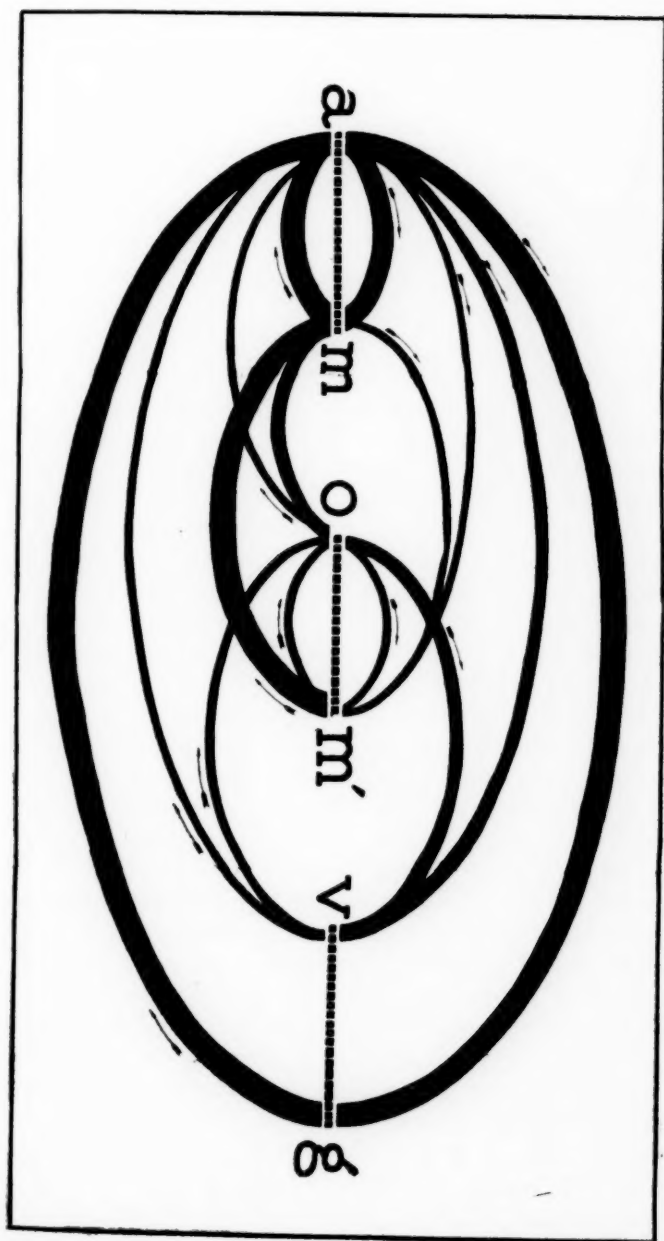
The work outside of class, aside from learning forms, is of two kinds. For the first day after I have developed a new vocabulary I have the students compose additional original sentences. At the next recitation after a review of the vocabulary by use of the chart, some of these sentences, the number depending on the size of the class, are written on the board and corrected by the class, each student reading and, if necessary, translating sentences written by others. For the next day I dictate English sentences to be translated into German. These, after a second review of the vocabulary by means of the chart, are corrected in class and then written on the odd pages of the lower leaves. These dictations give me an opportunity of bringing out word relations and of illustrating principles and rules of grammar and syntax which may have been missed by the students in their original sentences. In reviewing a vocabulary I hold up the chart before the class, point to the objects and ask the class one after another, or sometimes in concert, to name them or answer questions about them, always requiring them to give the plural of nouns and the principal parts of the verbs. In this way an average vocabulary may be thoroughly reviewed in from five to ten minutes.

Passing now to the psychological and pedagogical theories and principles upon which the method is based I shall assume that modern language teachers are generally agreed that successful and therefore enjoyable progress in the learning of a new language depends upon the acquisition of a vocabulary, and coincident with that a feeling for the new language. Psychologists and language teachers have by scientific research and experience shown the great importance of a *Sprachgefühl* and are agreed upon the means by which it is developed. The learning of a new language is but the formation of new habits and the method that will work best in teaching a new language is the one that will apply most fully and consistently the psychology of habit. In speaking of a vocabulary language teachers generally distinguish between an active and a

passive vocabulary and this distinction and the relation of one to the other ought to be kept clearly in mind in the discussion of language methodology. The prevailing view now, as I understand it, is that the aim of the work in beginning language should be the acquisition of an active vocabulary in which the essentials of grammar are dissolved. If this active vocabulary in a given language were standardized, then the method which would most quickly and at the same time thoroughly accomplish the aim we have in mind could well lay claim to excellence. Scattered sentiments in favor of a standardized active vocabulary in German have been expressed, but so far they have not crystallized into concerted action. German teachers would probably not agree as to the number or choice of words to be included in such a vocabulary but I for one would welcome a serious effort to determine what could and ought to be accomplished in the acquisition of an active vocabulary in a given length of time.

If these then are the aims and problems of beginning language teaching let us see first what light psychology throws upon them; what answer it gives to the question as to the best way of dealing with them. Wundt in his work on *Die Sprache*, vol. 1, pp. 558 ff. discusses the psychology of word concepts (*Wortvorstellungen*) and states the laws that govern them. The word, he says, is a very complex psychic product (*Gebilde*) which makes a great variety of associations possible and through the different connections of its parts preserves it from destruction. The composite word is made up of three principal constituents, sound, sight and sense or idea. Each of these again has a two-fold aspect; the element of sound consisting of the acoustic image (*a*) and the articulatory sense or impulse (*m*); the element of sight consisting of the optical image (*o*) and the muscular or pantomimic sense or impulse (*m'*); the element of idea consisting of the intellectual concept (*v*) and the emotional content (*g*). Putting this statement in the form of a diagram and using the German terms it would appear thus:

Das Wort	{	Lautbestandteil	{	Lautvorstellung ( <i>a</i> )	
				Artikulationsempfindung ( <i>m</i> )	
	{	Zeichenbestandteil	{	Zeichenvorstellung ( <i>o</i> )	
				Bewegungsempfindung ( <i>m'</i> )	
	{	Begriffsbestandteil	{	Begriffsvorstellung ( <i>v</i> )	
				Gefühlston ( <i>g</i> )	



The manner in which these various elements are associated with each other and the strength or prominence of the different associations are shown by the following figure which I have drawn. This is quite different from the one given in the book and for my purpose has several advantages which Wundt himself, to whom I submitted it, did me the honor to mention. Professor Wundt in his figure connects the various elements by horizontal brackets, the strength and direction of the various associations being shown by parallel or identical lines. Bruno Eggert in his pamphlet: "*Der psychologische Zusammenhang in der Didaktik des neusprachlichen Reformunterrichts*" gives the figure in the form of a hexagon, but it also fails to bring out certain important facts.

A study of the figure reveals the following facts: 1. That the strongest associations are am, ma, ag, ga and m'm. 2. Next to these in strength are av, ov, and om. 3. That there is no direct association between o and g. Before interpreting these facts and their bearing upon the method under discussion an explanation of the different associations ought perhaps to be made. As will be noted by the arrows all the associations indicated in the upper half of the figure run in one direction and those in the lower half in the other. Taking the upper half first:

am = the mechanical oral repetition of words we hear.

am' = the mechanical transcription of words we hear.

av = the understanding of the objective meaning of words we hear.

ag = the reception of their emotional content.

mm' = the mechanical copying of our own spoken words.

om' = the mechanical copying of words we see.

ov = the understanding of words we read.

The meanings of the associations in the lower half are:

ma = the recollection of the acoustic image of the spoken word.

oa = the recollection of the acoustic image of printed symbols.

va = the thinking in sound images.

ga = the feeling in sound images.

om = reading aloud.

m'm = the articulation of words we are writing.

m'o = the recollection of optical image of words we have written.

vo = the thinking in optical images.



The associations indicated in the upper half of the figure are those that enter into the acquisition of a passive vocabulary while those in the lower half are involved in the mastery of an active vocabulary so that one's ability to speak a foreign language would ordinarily be represented by the combination *vgam*, the ability to write it by *vgamm'*, and the ability to read it intelligently by *omagv*.

Coming back now to the interpretation of the facts shown by the figure we note that the most numerous associations are connected with the ear, that the feeling for the language can be acquired through the ear alone, that the strongest associations are those between the auditory impressions and the articulation of the vocal organs (*am*), and between the writing of the words and their vocal articulation (*m'm*) and next to these the association between the writing of words that are heard and seen and their vocal articulation (*am'*, *om'*).

Recalling now the manner in which a vocabulary is developed by the laboratory method it will be observed that it carries out fully the psychological principles just discussed. Every association entering into the acquisition of a word is established. The first and strongest impression of a new word is received through the ear, the natural language organ, upon which the students immediately react by pronouncing the word (*am*). They next see the written word which they copy into their note books thus calling to their aid their eyes and the muscular movements of their arms (*om'*), and finally by means of the chart and another utterance of the word the climax of the process has been reached (*av*, *ag*).

With this brief statement of the claim of the method to a correct psychological basis I shall pass on to the consideration of some of the pedagogical principles which are brought to bear upon it and the first of these that I shall mention is interest. Visitors in my class invariably comment upon the eager interest and participation of the students in the work that is being done, especially in the acquisition of a new vocabulary. From the time each new word is uttered until its meaning is revealed on the chart or in a sentence, suspense and curiosity as to what it stands for are written on every face. One explanation for this interest is found in the diversified activity of the class period and the variety of mental stimuli attending the work. Although the recitation period is two hours

long and comes at the most unfavorable time of the day, 1:30 to 3:30, there are few complaints as to its length or tediousness. Another explanation for the interest is that the method appeals to the creative instincts of the students. It is perfectly natural that a student should take more pride and satisfaction in planning and building his own structure than in working in monotonous union with others on a piece of work that has been prescribed. When my students begin to write their original sentences a pleasant sense of freedom seems to prevail, but along with this freedom there is felt a responsibility which makes for accuracy and growth. This work also engenders a spirit of emulation among the students. They take pride in writing interesting sentences and without mistakes. In correcting the original sentences on the board I always state the number of mistakes occurring in a sentence and let the students point them out. When a student knows that the eyes of all the class are to scrutinize his sentences, the product of his own mind, the greatest possible spur to serious effort is applied. With these strong incentives to interest in operation there is provided another pedagogical requirement, namely attention. The work carried on with the class is so direct, concrete and varied, the curiosity and participation of the students so constant that there is little opportunity or temptation for thoughts to wander. In language study frequent and rapid repetition of a vocabulary is an essential pedagogical requirement. By means of the charts and the oral exercises based upon them a given vocabulary may, whenever desired, be reviewed in a minimum amount of time.

If the progress of a student in a foreign language is measured by the number of words which he knows and can use, this method may rightfully claim to be successful on three grounds. To begin with, the first impression made by every new word which is learned is so vivid that it is likely to remain. Secondly, these impressions are so easily and quickly reviewed by means of the charts that what may have been lost in vividness is gained by repetition. As a rule two reviews of any one chart are sufficient to enable the class to recite promptly and accurately the vocabulary represented by it. As stated before, the definite article is always learned with the noun and very often when I point to an object a student will say: "that is *die*, or *der*, or *das*, something," and when a chart has been learned a student rarely makes a mistake in gender. The third

ground is the greatly enlarged acquaintance with the vocabulary as a vehicle of thought. For example, I have a class of twenty and on a given vocabulary each one writes five original sentences. This makes one hundred sentences, no two of which probably are alike. Each student has thus presented to him ninety-five more ideas than he has expressed by the same vocabulary. It may happen that the same word is used in twenty different relationships and in this way its potency is increased twenty times. Another aid to remembering the words that should be mentioned is the classification and graphical disposition of the vocabularies in the note books. Many of my students testify that they remember the gender of a noun largely by the position of the column in which it appears on the page. The same is true of the grammatical forms which are always developed in advance with the class and by each student written in his own note book so that he knows just where to look for them. By means of the twenty charts which I have so far been using I develop a practical vocabulary of over a thousand words which the class can use with comparative readiness. I accomplish this work by the Christmas holidays and cover all the topics of grammar. This is, of course, made possible by the double length period of recitation, to which, in my opinion, beginning language study is preeminently entitled. I believe it can be shown that the rate of progress in learning a language is in geometrical proportion to the length of the daily contact and drill in it. That educators have come to see the value of such prolonged contact with and guidance in the study of high school subjects is shown by the rapidly spreading movement for supervised study. Under such a plan the method under discussion strongly commends itself because the laboratory composition would be made the work of the study period. The last pedagogical advantage of this method that I shall speak of is the opportunity it affords for individuality and originality. The original sentences which a student composes give an interesting insight into his character and personality. There is the student of poetic temperament who always avoids the commonplace and sometimes writes in rime. The practical, orderly student will stick to facts and have but little variety in his sentences. I have had students who always saw the comical side of things and the wit and humor of their sentences were always sure to provoke laughter. It is a source of constant delight to

study these different types of character and to watch the operations of their minds, and this close contact with the student and the intimate knowledge of his temperament give the teacher a much more satisfactory basis on which to judge his ability and his merit than can possibly be obtained by the old method.

Let us pass now to the consideration of the laboratory method in practice. I shall first of all anticipate the most probable comment to be made upon it and admit that it makes hard work for the teacher. It requires physical endurance, nervous energy and more or less ingenuity to keep things going for two hours and to create and maintain a language atmosphere. The development of a vocabulary requires preparation and animation and another great strain comes when the students are at work forming their original sentences, for one never knows out of what difficulty a student must be helped and one must be prepared for any emergency. It is no prescribed text-book lesson and exercise which the teacher can study and learn in advance from day to day. But if the method requires extra strength on the part of the teacher, it also yields a tonic in the increased interest and progress of the class which more than compensates for it. I have a conviction that the interest and progress of a class and the ease of the teacher are in inverse proportion.

The question might be asked whether the same amount of time and energy spent on the other method would not produce the same results. My answer would be no, because the interest of the class could not be secured. Reciting paradigms and corrected exercises that have been memorized is not calculated to arouse the enthusiasm of the average student. But please his eye, arouse his imagination and give him material with which to work out his creative impulse and you can hold his interest indefinitely.

The second comment on the method would probably be that it requires better prepared teachers than are to be found in the average high school. The same may be said of any successful method of teaching language or science, but the answer to this and all similar objections must always be that progress in education, art, government or industry can not wait for those who are not trained to carry it on. By raising our standards for language teachers we shall gradually attract into our ranks more capable and better equipped members and thereby add dignity, honor and

accomplishment to our profession. Those of us who are preparing language teachers for the high schools must see to it that the product we turn out shall show steady improvement.

A third difficulty in the way of a general adoption of the method is the double length recitation period which its most successful use requires. Objection to the double period is to be expected from students, teachers and administrators. From students because of prejudice or misunderstanding as to the principles and processes of successful language study; from teachers because of their unwillingness to pay the price of extra time and energy and from administrators because of the increased demand upon recitation rooms and hours. These same groups, however, accept the demands of the sciences for double class periods as a matter of course, and any attempt to restrict them would be considered heresy. My contention is, and psychology and pedagogy will bear me out in it, that the double length period is more necessary for successful initial language study than for science. If language teachers should agree upon the statement just made as true, then we ought without apology to claim the right and privilege to put its principle into effect. If a movement for double length language recitations were to be undertaken I believe the laboratory method would commend itself for adoption. The very name of it would make it easier to get concessions for it. The idea of a language laboratory, conducted according to scientific principles, would appeal to many and reconcile much opposition to the double period. When once introduced and results shown it will be able to stand upon its merits.

The last practical phase of the method that I shall mention is a possible plan for handling large classes. The maximum number of students which one instructor can oversee during the laboratory period is about fifteen. The most effective work can be done with about ten. In the development of a vocabulary and the presentation of materials, however, a class of fifty or more could probably be handled. Now according to the plan I have in mind the head teacher would conduct the developing work with the whole class which would then be broken up into small groups for the laboratory work, and each group put under the supervision of competent assistants, in universities possibly teaching fellows or foreign exchange teachers. I have never had opportunity to try this plan, because for reasons already given my classes have always been

small, but if circumstances made it necessary I feel sure it would work. An alternative plan would be for the teacher to meet the small groups for laboratory work at different hours but the break in period and continuity of work would cause some loss.

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## REVIEWS

- (A) **Deutscher Lehrgang** by E. Prokosch and C. M. Purin. **Erstes Jahr** by E. Prokosch. Holt and Co., 1916. 242 pp. \$1.00.  
**First German Lessons in Phonetic Spelling** by E. Prokosch. Holt and Co., 1916. 12 mo., 32 pp. \$.25.
- (B) **A Brief Course in German** by Marian P. Whitney and Lilian L. Stroebe. Holt and Co., 1917. 12 mo., ix + 199 pp. \$1.00.

In the introduction to a series of reviews of some recent texts for beginners in German (MLJ April, 1916), regret was expressed that in general, for commercial or other reasons, authors refrained from addressing themselves to a specific age and condition of learner, and to some definite type of instruction. These two books, which Holt and Co. have added to their already long list of German grammars, have not been so uncertain in their prefatory remarks. (A) "endeavors to be entirely consistent in the carrying out of the principles of the *Reformmethode* as [the author has] interpreted and adapted [them] in [his] *Teaching of German in Secondary Schools*." (B) is "intended for beginners in German, especially for those who begin in the last two years of the High School or in college. It is also designed for pupils who have had one year's work . . . and who . . . need a thorough review of grammar." It uses "the direct method as the basis of instruction." These are clear-cut statements of principle and definitions of limits. (B) still addresses itself, however, to the high-school junior and the college freshman as if they were one and the same, we shall observe with what success.

(A) consists of two main divisions. The first extends to p. 176 and is composed of thirty *Abschnitte*, of which the 15th and 30th are reviews and the 29th offers no new grammatical material. Each *Abschnitt* is, in turn, divided into six parts, consisting usually of 1. Connected basic reading text; 2. *Erklärungen* to the text, almost all in German; 3. grammar explanations in German; 4. *Fragen* based on the text; 5. grammar practice with directions in German; 6. either a) additional grammar practice, or b) another text, or c) additional paradigms or grammar facts. The order of these sections is not always the same, it is not clear whether by plan or accident. The suggestion of such a division is that each *Abschnitt* should afford enough work for one week, with slight allowance for slower progress. As indicated in the title, the plan of the authors of this series was to produce a book that could be finished in one year in high school, but in spite of generous omissions there is still more grammatical material than the ordinary high-school class can master in one year. Some topics could with profit have been still more reduced, as, e. g., the possessives. As a rule the grammatical material within each *Abschnitt* is well unified, No. 8 being the only notable exception.

The second main division of the book is in English and offers a condensed synopsis of Grammar covering 46 pp., which is sufficient for ordinary high-school reference, although weak in certain subjects, such as the use of cases. A G-E vocabulary of about 1000 words, mostly separate stems, follows.

Pronunciation is treated systematically throughout the first eleven *Abschnitte* and the vocabulary is provided with phonetic transcriptions, of which more later. There is no E-G vocabulary, since no retranslation exercises are given. The text is supplied with a good map of Germany, in colors and with three small sketch maps of rivers, cities, etc. A number of the usual poems and songs with music are presented. It is to be regretted that not more of the simple little cuts such as those e. g., on pp. 37, 61, 140 are given; they are invaluable with this direct type of instruction.

The basic reading texts in each *Abschnitt* are unusually good. While they deal with things that are characteristic of German life, they avoid the usual vapid type of *realien* and lead us into the realm of myth and fable, history and literature, as a glance at a few titles will show: *Rübezahl und der Glaser*; *Till Eulenspiegel*; *Eine Münchhausen-Geschichte*; *Die Sage vom Loreleielsen*; *Barbarossa im Kyffhäuser*; *Die Mühle von Sanssouci*; *Wilhelm Tell*, etc. With such attractive subject-matter the author has managed to combine a wealth of illustrations for his grammatical points, such as one will scarcely find equalled in any other beginning text. For instance, in Text XXIII, supposed to illustrate the present of strong verbs, there are no less than nineteen forms showing the vowel change, besides numerous other forms of verbs belonging in this group; and all this in about 23 full lines. This abundant illustrative material has not impaired the naturalness of the style. Classroom use has failed to demonstrate the validity of objections to the vocabulary of the texts on the grounds of difficulty and unusualness. While such words e. g., as *Teuerung*, *Erwachsene*, the place names and political terms in XXVII-XXVIII, and others are undoubtedly unusual for beginners, the vocabulary as a whole strikes a very happy medium between a preparation for speaking knowledge and a basis for future literary work or general reading. The *Erklärungen*, which take the place of the usual special vocabularies, explain terms by means of German wherever feasible, but do not hesitate to employ English when clearer understanding will result. Individual objections do not seem to merit place here in view of the general excellence of this feature of the book.

The *Fragen*, while at times introducing material not yet formally presented, are excellent. The *Übungen* are sufficiently numerous and varied. They consist, however, somewhat too much of hints, indications, or suggestions, which need constant supplementing to make them of maximum benefit to the pupil. The omission of all retranslation exercises, while strictly in accord with the plan of the text, will undoubtedly meet with the approval of only a limited number of teachers. Especially commendable are the repeated and insistent instructions as to the manner of approaching a reading text (pp. 10, 27, 28, 32, etc.). Equally good are the instructions on pronunciation. Both of these last named features will be a liberal education in the direct method and in phonetics to many a high-school teacher, as well as a great help to the pupil. The practice in question-forming (e. g., pp. 41-42) must also be given special favorable mention.

When one comes to speak of the distribution of material and the presentation of grammar facts, this very commendatory tone must be altered. Here the book decidedly departs from the simpler high-school type. The condensation

of grammar material, as, e. g., on p. 45, the whole tone of the statements of grammar principles, the replacing of a strong-verb list by the table of *Ablaut*-classes on p. 200 and in *Abschnitte* 10-11, the abbreviated paradigms such as those on pp. 193 ff., the treatment of such important topics as the weak and strong adjective endings, pp. 92, 98—all of these things are rather suited to appeal to the more mature mind of the college student than to that of the ordinary high-school pupil. If, as mentioned in a preceding review, certain recent arrivals among beginners' texts go to the extreme of too much elaborate simplification, our present author certainly presupposes a stage of insight and logical reasoning which few of our high-school pupils have reached. This is, of course, a serious fault, and one which will go far toward preventing the book from ever becoming widely popular with the average high-school teacher. The abandonment of the traditional arrangement, also, while absolutely justified in itself, will undoubtedly discourage many teachers from ever even thoroughly understanding the author's plan.

The author's belief in the use of a phonetic transcription in the early weeks of instruction is well known. He has prepared a pamphlet entitled *First German Lessons in Phonetic Spelling*, which is identical, or practically so, with the first five *Abschnitte* of the *Lehrgang*, and which is intended to be used with it. There can be no serious objection to experimentation with the phonetic transcription, of course, but there is serious objection to the introduction at the same time of a totally new modification of the established alphabet of the International Phonetic Association, such as our author has devised, no matter what its phonetic merits may be. This complicates the experiment and renders any general use of it improbable. It has, furthermore, led to the use of this "simplified" transcription for indicating pronunciation in the vocabulary, and to the consistent use of [e:] for long-*ä*, which may be justifiable, but which cannot be of any practical benefit; rather the opposite. It is to be regretted that here the scholar has apparently allowed himself to lose touch with the practical teacher.

Minor flaws, such as omission of words from the general vocabulary apparently without plan (cf. p. 6); rare typographical errors (cf. p. 112, l. 11); unpedagogical arrangement of exceptions before rules (cf. p. 21, l. 8); such doubtful pronunciations as *vön* (p. 3, l. 3), can only be hinted at here. They are not numerous.

The writer has used this text with both college and high-school classes. This experience, as well as the arguments advanced above, leads to the conclusion that the book is a remarkable contribution to our materials for direct-method teaching. It surpasses in excellence both of the author's previous efforts (*Introduction to German*, 1911, and *German for Beginners*, 1913), of which much of the material has been worked over here. It is very well adapted to rapid college work and is so arranged that several *Abschnitte* toward the close can be omitted entirely if time presses. On the other hand, it is not particularly adapted to the high-school stage of mental development, in spite of the author's evident intention, and in spite of such devices as the instructions for keeping a grammar note-book, which deserves favorable men-

tion, by the way, and which might, if consistently used, do much to make the condensed statements of grammar rules and facts clear to the high-school pupil. Just as the author has seen his treatment of the subjunctive grow in favor (cf. MLJ for Nov. 1917, pp. 78-83), so he may possibly see his modified phonetic transcription come into use, but at present it will probably prove a handicap, such as a man thinking ahead of his times frequently has to experience. The text, finally, does not afford the pupil much opportunity for self-help, but must be worked by a teacher who understands the plan. Under such conditions, with careful handling and supplementing, it gives excellent results, even in high-school classes, owing to the many splendid features that have been noted.

With (B) we return to a much more traditional type. It is divided into Part I (Lessons), 104 pp., and Part II (Grammar), 72 pp. Part I consists of 48 lessons. The first 38, of which each fifth one is a review, present all the necessary forms and syntax. The other 10 offer additional drill material, including "Daily Life in Verb Drill," "Constructions Differing in German and English: Habitual Mistakes," and "Daily Exercises in German Pronunciation." The arrangement of each lesson is 1. Grammar topic with references by section numbers only to Part II; 2. special vocabulary giving English equivalents; 3. from four to seven drill exercises, with directions in German, frequently repeated in English. The review lessons usually contain a still larger number of drill exercises and do not call merely for formal statements of rules. Part II contains the grammatical rules and paradigms from the older Whitney's *Brief German Grammar*, including a strong-verb table. In alphabetical lists (G-E and E-G) at the end the 700 words of the vocabulary are referred to by the number of the section or page where they occur, and no English meanings are given. It is interesting to note that Prokosch used this device in his *Introduction to German*, but has discarded it in his later books. The plan is certainly justified from a pedagogical view-point. A list of German and English grammatical terms, and an index complete the volume. There is a good map in colors, with German names.

The authors have purposely omitted all reading material as such from the book (cf. p. IV and the 8 pp. pamphlet, *Suggestions for Class Use*, to be had from the publishers). There is, however, in each lesson except the reviews a sort of colloquy, supposed to form a basis for the freer type of composition, either oral or written, which is called for in the exercise immediately following. For example, p. 38, in a half-page is given an imaginary set of class directions spoken by a teacher of German. Then the pupil is asked to describe in detail a German recitation and his preparation for it. This is as near an inductive presentation as the text affords. It is evident from the order of arrangement already indicated, that in every other respect the lessons are of as deductive a nature as it is possible to make them. It does not become clear, therefore, how the authors can justly claim to use the direct method as the basis of instruction when they violate absolutely two of its leading tenets, viz.: grammar developed inductively as the handmaid of the text, and reading as the center of all instruction. The fact that German is indicated as the language of the class room is not sufficient of itself to make the method direct. Further-

more, a book proceeding along direct-method lines presupposes a systematic treatment of pronunciation through abundant drill exercises, at least. The one and a half pp. of such drill which this book contains scarcely afford sufficient basis for a claim to systematic treatment. Indeed, the authors discard such a treatment as undesirable (cf. *Suggestions*, p. 8.)

But if these inconsistencies are passed over, the exercises themselves contain much that is worthy of praise. Mutation exercises, conjugations in complete sentences, declensions, blank-filling, sentence-forming, questions to be answered, question-forming, retranslation exercises, *freie Übungen*: all these and more offer great variety and suggest much to the teacher who desires to supplement. Such supplementing would surely be necessary, especially in a high school class, as the authors themselves recognize (*Suggestions*, p. 5). The verb receives especially early and full treatment, certainly with entire justification.

The synopsis of grammar in Part II contains all necessary material, very well arranged. The statements are conservative. There are some ingenious devices, as, e. g., the sets of declensional endings on p. 117. Some doubtful or obscure statements occur, as, e. g., "The possessive is not used in its uninflected form as predicate" (p. 133) or, "Such a subjunctive (viz., indirect discourse) may be either in the present (the tense that was used in the direct statement) or more usually in the past, as in English, but a tense differing in form from the indicative is generally chosen when possible" (p. 162). On the whole, however, there are fewer objectionable features than in most reference sections.

Although, as we have seen, (B) is specifically called a book for high school or college, it, like (A), uses a logical and condensed arrangement that is rather suited to the more mature, college type of mind. There is no doubt that it could be used successfully in the junior year of high school, but its field seems rather to be the college, where a more deductive presentation and a less abundant quantity (not variety) of drill is made desirable by the speed required. For review purposes in the second year of college work the book is admirably adapted, and fully justifies the claims of the authors (cf. p. iii). In conclusion it might be said that while (A) represents a sincere attempt to carry out to their logical conclusion the ideas of the *Reformmethode*, (B) adds one more to the numerous recent illustrations of the ancient fable of the wren and the canary. Justice compels us to add that the wren itself is a very useful and likeable bird.

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**A Spanish Reader for Beginners**, by M. A. DeVitis. Boston, New York, Chicago: Allyn & Bacon, 1917. 12mo., XVI + 431 pp.

Libro de amena e interesante lectura, y el más completo que hasta la fecha ha aparecido sobre los países hispánicos, para la enseñanza del español, es este que el señor de Vitis acaba de publicar. Tanto en la primera parte, dedicada a la vieja metrópoli, como en la segunda, a la América española,

el autor diserta en limpio castellano sobre geografía, historia y literatura, vida y costumbres de los pueblos hispánicos. Numerosos grabados ilustran el texto. Notas gramaticales y abundante vocabulario lo aclaran. Complétanlo varias estadísticas en los apéndices.

Y porque en conjunto nos parece esta obrita muy provechosa para las clases de lectura del primero o segundo año, y porque desearíamos verla, al reimprimirse, libre de ciertas faltas más o menos veniales, hemos de permitirnos señalar éstas a la atención del autor.

Abundan en los epígrafes del índice las palabras indebidamente escritas con mayúscula, algunas, como *Estéban*, mal acentuadas, otras, como *Péres Galdós*, *Velásquez*, *Bolivianos*, mal deletreadas. *Murillo-Hecho por él*, debiera ser: "Murillo: autoretrato." Por el apellido *Bretón* se sobrentiende siempre el autor de *La Dolores*, pero no *Bretón* de los Herreros. En el índice aparecen entretreídas con voces españolas, otras inglesas: *Map*, *City*, etc. "Balompié," por *football*, es el nombre con que tal juego se conoce en España. En Granada no hay ningún *Rey Gitano*, sino un pintoresco "Rey de los gitanos." *Ciudad Méjico*, *Ciudad Guatemala*, piden a voces la preposición. *Tren en una Finca de Azúcar* no es lo mismo que "Tren de una finca de azúcar", siendo esto lo que se ha querido decir; además, las fincas de azúcar tienen su propio nombre: "ingenio." El autor escribe a menudo *cerca de* (una ciudad), a la inglesa; debiendo ser "en los alrededores de" . . . "en las afueras de" . . . A veces, el epígrafe se encuentra en castellano en el índice, y en inglés debajo de la ilustración, como el de *Desmoronamiento en el Corte Culebra*. *San Antonia* es concordancia vizcaína. *Carro Motor*, por "tranvía eléctrico", desdichado provincialismo. *Cholas Vendiendo*, no es lo mismo que "Vendedores cholas", y esto es, según el grabado, lo que se ha querido decir. *Catedral en la Plaza de la Constitución*, requiere coma después de la primera palabra, o cambio de preposición si en Montevideo hay más de una catedral.

Palmarios errores de concepto: págs. 1, 16; 9, 8; 10, 11; 20, 8; 21, 16; 23, 35; 27, 22-24; 42, 4-6; 46, 16; 56, 32; 63, 1; 66, 35; 69, 20; 74, 32-33.

Defectuosa construcción gramatical: págs. 5, 18-20; (*contesta*, por "conteste"); 15, 26 (*viene el*, por "cae en el"); 16, 25 (*También no*, por "Tampoco"); 16, 34 (*La a* estorba el paso a los vehículos.); 17, 6 (*inclusos*); 18, 25 (*como ser*); 23, 9 (*nombre tan extraño*); 23, 14 (*no obstante de*); 24, 21 (*no debemos olvidar de*); 24, 30 (*legado*); 39, 1 (*lanta*, concertando con *pintoresca*); 39, 15 (*por la*, por "en su"); 39, 30 (*Las columnas*, que forman parte del todo, no pueden sostener el *todo*.); 39, 35 (*Aquí*, como en 43, 10; 44, 11, etc., se ha omitido el indispensable adverbio de ponderación.); 43, 6 (*que*, por "y", no tiene sentido); 46, 13 (*que*, por adverbio de lugar, inadmisibile); 61, 9 (*Pretérito pluscuamperfecto*, en vez del perfecto, demanda el sentido de la frase.); 63, 22 (*todos los*); 64, 13 (*que*, por "quien"); 71, 6 (*El participio debe concertar aquí con el sustantivo*.); 81, 35 (*Con haber empleado el verbo "llevar", que es el indicado, a nadie haría sonreír la frasecilla*.); 81, 34 (*apareció* requiere en este lugar pronombre reflexivo.); 86, 3 (*La historia*. . . *es una época*. . .); 88, 10 (*La voz versátil se usa aquí a la francesa*.); 98, 17 (*consta de*, por "se compone de", etc.); 100, 21-22 (*En plural ha de*



escribirse.); 101, 13 (No puede escribirse el segundo artículo, puesto que el primero rige toda la oración.); 113, 9 (*Hacer*, por "formar parte de"); 116, 7 (*resalla*, en subjuntivo ha de ir); 139, 10 ("esculturas" han de ser); 139, 18 (Ineludible aquí el artículo delante de *go.*); 139, 33 (Inadmisibles el primer adverbio de comparación.); 145, 18 (*desierto salitre*. ¿Desierto salitroso, o salitre abandonado?); 145, 20 (En inglés *sea-coast*, pero en español no se conoce otra costa que la del mar.); 146, 4 (*amor histórico* no es lo mismo que "amor a la historia."); 149, 2 (*desde 1631-1824*); 152, 32 (*que*, en lugar de "como"); 154, 35 (El adjetivo no concierne con los sustantivos.); 155, 5 (El sentido partitivo es, en este caso, antigramatical.); 155, 25 (*por*, en lugar de "en relación con"); 165, 1 (*completamente norte*); 175, 25 (*de la de los*); 191, 24 (*avanzada* no concierne en género con el sustantivo).

Pasajes nada lúcidos, y sí muy embrollados: págs. 63, 15; 139, 7; 146, 25.

Expresiones pintorescas: págs. 16, 11 (Las imágenes no van en *literas*, sino en andas, y no las iluminan *candiles*, sino velones o cirios en candeleros.); 21, 7 (Ciertos bichitos pican y los picadores también, con la diferencia de que aquéllos producen *picaduras*, y éstos "puyazos."); 23, 17 (*movimiento del viento*); 28, 24 (*torreta*, por "torreón"); 41, 22 (*España árabe*); 43, 15 (*mesas de arrayanes*); 48, 16 (Cuando el calor es sofocante, el aire no puede ser sutil.); 72, 21 (*epopeya metafísica*); 73, 3 (¿Construir dramas? ¿cómo se construyen cuerdas?); 74, 27 (*galantisimo*, por "galanísimo decir"); 108, 5 (Quien hace un viaje en burro, no puede ir sino sobre el lomo; viajar a *lomo de burro* es peregrina expresión.); 108, 6 (Que los hondureños se *pasan la vida durmiendo* parece un poquito exagerado.); 114, 14 (Calificar nada menos que de *monstruo* a un político que todavía vive no parece andarse por las ramas.); 124, 10; 124, 29-30; 144, 1 (*Las cargas se llevan*. . . o a lomo de *bestia* o a *cuestas de cholos*.); 157, 29; 173, 10; 178, 4; 183, 10 (*casto estilo*, por "estilo castizo").

Vocablos mal deletreados: págs. 10, 2; 10, 26; 11, 28; 50, 11; 29, 8; 52 (*Bartolomeo*); 59, 31; 61, 2; 61, 11; 72, 21; 80, (*ruedas*); 94, 14; 110, 16; 119, 27; 142 (*navigable*); 169, 3. En los mapas también se encuentran las voces mal deletreadas, y peor acentuadas: Cartágena, Badajos, Colimo, Neuvo Méjico, Potosi, etc.

La coma brilla a menudo por su ausencia (92, 1; 110, 13; 124, 10; 124, 33; 173, 17), y por haberse omitido en la pág. 56, 3 son los pintores, y no sus cuadros, los que están distribuidos por todo el edificio.

El uso de tantas iniciales mayúsculas en los epígrafes y leyendas acaba por irritar los nervios. Y en otras partes, donde se requerían, no aparecen.

Las letras de una misma sílaba se han separado al final de línea: págs. 6, 9; 14, 16; 78, 20; 86, 20; 136, 35; 139, 32; 142, 10; 170, 10; 170, 17; 172, 13; 178, 17.

Transcriben de la pág. 195 a la 210 trozos poéticos de autores españoles e hispanoamericanos; de la 211 a la 242, piezas musicales, con letra. Siguen de la 243 a la 263, notas aclaratorias y ramaticales muy oportunas y juiciosas. A continuación, hasta la pág. 289, apéndices sobre la conjugación de los verbos y útiles estadísticas relativas a la población, sistemas monetarios y

geografía física de los países hispánicos. El vocabulario, que comprende 126 págs. no puede ser en verdad más satisfactorio, así como las 14 págs. de índice general con que el volumen concluye.

He señalado parte de lo que, a mi ver, es defectuoso en la obrita que nos ocupa, y no sus excelencias por dos razones: primera, tratándose de una simple nota bibliográfica, no cuento con el doble espacio requerido; segunda, si las acusaciones han de justificarse, en la defensa suele concederse fe a la palabra del crítico, bastando por tanto consignar aquí que este *Spanish Reader* no contiene más errores, ni más graves, que los que afean obras similares, aventajando a cuantas he tenido entre las manos por lo útil y completo del texto, por el interés y amenidad de su lectura.

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I should like to make some additions which may be helpful, noted while using the text with a class, to the review of Harvitt's *Contes Divers*, M. L. J., II. 2.

In several of the stories, passages have been "spurlös versenkt". This fact is not indicated in the introduction or in the stories themselves.

The remaining suggestions apply chiefly to the vocabulary. From the context, *lustre* p. 8, l.2, means chandelier rather than lustre; *passage*, as used, means arcade, court; *à belles dents* p. 25, l.19, (heartily) is not given; for *babines d'amadou*, p. 28, l.6, *amadou* is defined as "touchwood (artil.)" The expression means red lips; a note might explain the sly reference on page 45, lines 21-24; *tableaux en cheveux*, p. 96, l.4, needs explaining, or at least defining, to the present generation *bec de cane*, p. 116, l.9, (spring-lock, latch) is missing; *filer* p. 152, l.24 means neither "spin" nor "hurry away" here; *de remonte* p. 174, l.18 needs fuller explanation; *ruisseau, veiller* are not in the vocabulary; *morte* p. 180, l.24 means "maimed" rather than "dead." The difference between *écurie* and *étable*, both defined "stable," might have been indicated, etc., etc.

The class enjoyed reading these stories and profited from them.

LEE E. CANNON.

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## NOTES AND NEWS

The New York State Modern Language Association held its ninth annual meeting in three sessions at Syracuse, November 27 and 28, 1917. The treasurer's report showed that 361 members had subscribed for the JOURNAL in 1916-17. The main topics discussed were (1) Realien, (2) the present modern language situation, and (3) the modern language in the junior high school.

(1) The Committee on the Aim and Scope of Realien, appointed in 1916, Professor Lilian L. Stroebe, of Vassar College Chairman, had prepared a report containing a definite outline and specific suggestions in reference to instruction in the geography, history, government and institutions of France, Germany and Spain. This report was printed in the November issue of the Bulletin of the Association (pages 7-17), and was in the hands of the members before the meeting. The preliminary part of the report follows:

*A. Geography.* At the beginning of the first year some information may be given in English about the geography of the foreign country; later on the information ought to be more detailed and in the foreign language. Each place mentioned in the reading should be looked up on the map; the classroom must be provided with a large wall map and the pupils themselves may make simple outline maps.

*B. History.* History cannot be taught systematically in the high school in connection with the modern language work. Pupils acquire in their reading a superficial knowledge of the most important historical persons and events; toward the end of the third year's work in German and perhaps the second year in French and Spanish, these disconnected pieces of information may be combined into some kind of historical knowledge with the help of a chart.

*C. Daily Life and Institutions.* Information about daily life and institutions is to be gained incidentally by the reading of short stories, dramas, anecdotes and poems; the text books therefore must be carefully selected for that purpose and must represent the different phases of the life of the foreign nation.

*Books recommended.* Teachers must know more than their pupils and they ought to be acquainted with the most important

facts and ideas contained in the following books, which the school, or preferably the teacher, ought to own. An excellent detailed bibliography for modern language teachers is contained in Bulletin No. 18 of the University of Illinois, School of Education—"Suggestions and References for Modern Language Teachers"—Published by the University of Illinois, Urbana; Price 25 cents. The outline for the study of the three countries, printed in French, German, and Spanish, respectively, was discussed in detail. Speakers recommended that the outlines of geography, government, and modern history be developed with care, but that not much be attempted with early history. Much is to be learned of the customs of the peoples from texts other than books of travel and description. The warning was also given that one must not become so absorbed in this *content* as to fail to teach thoroughly the *form* of the language—grammar, syntax, etc. With this understanding, the report was adopted.

(2) Discussion of the Modern language situation, as affected by the war, occupied the second session. Professor Frank Coe Barnes of Union College quoted from numerous letters written by college presidents, professors, editors, scientists, and men in business and public life, declaring that it would be unwise to eliminate from the schools instruction in German. Several magazine articles presented the same view. Some of these pointed out that German is being taught in England and France, and that the Germans have not lessened their attempts to master French and English. Dr. Wheelock and Dr. Sullivan, both of the State Education Department, concurred that no change in policy was to be advocated. Mr. Lawrence E. Wilkins, in charge of modern language instruction in New York City, gave an admirable presentation of conditions, past and present, analyzing the causes of the preponderance of French and German, and dwelling particularly on the recent growth in popularity of Spanish. He ably presented the claims of the Spanish language and literature, and contended that the three languages under consideration should receive equal attention; and that Italian and Portuguese be included in the curriculum.

Among the resolutions adopted was the following: *Resolved*, That the New York State Modern Language Association believes that the practical value and educational utility of the German

language and literature exist independently of present conditions. It, therefore, sees no occasion for displacing the study of German from the high school curriculum, provided that the instruction is given in a patriotic manner by citizens who are thoroughly loyal to our country in its present aims.

On Wednesday morning Prof. Bagster-Collins, Teachers College, Columbia University read a paper on Modern Languages in the Junior High School. This was followed by two reports on Junior High School work given by Miss Charlotte Loeb, New York State College for Teachers, Albany, and Miss Antoinette Karp, Junior High School, Rochester.

The election of officers for 1917-18 resulted as follows: President, J. B. E. Jonas, DeWitt Clinton High School, New York; first vice-president, Felix A. Casassa, Hutchinson-Central High School, Buffalo; second vice-president, A. S. Patterson, Syracuse University; secretary and treasurer, Arthur G. Host, Troy High School; member of the board of Directors for three years, Hermann C. Davidsen, Cornell University; member of the committee on syllabus and examinations for four years, Winfred C. Decker, State College for Teachers, Albany; director in the Federation of Modern Language Teachers Associations for two years, Paul E. Titsworth, Alfred University. Other members of the board of directors are William C. Lowe, of Syracuse, Frances Paget of the Morris High School, New York, and the chairman of each of the ten sections of the Association.

Troy High School, N. Y.

ARTHUR G. HOST.

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